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ABSTRACT

This teaching guide on Indian immigrants to the United States is intended to acquaint prospective teachers with the diverse cultural backgrounds of immigrant Indian children. The unit can be incorporated into a broader multicultural teacher education program. Concepts to be taught are the following: (1) migration and immigration; (2) assimilation; (3) cultural traits; (4) learning styles; and (5) educational systems. Generalizations are the following: (1) patterns of migration and immigration reflect cultural and social background; (2) the assimilation process varies according to the similarities and dissimilarities between cultures; and (3) learning styles of immigrant children are determined by their previous educational systems. Instructional objectives are the following: (1) understand the social and cultural background of Indian immigrants; (2) identify points of culture conflict for Indian immigrants; and (3) identify learning styles developed in the Indian educational system. Topics to be covered include the following: (1) India and the Indian peoples; (2) immigrant demographics and cultural traits; and (3) the assimilation process. Teaching materials include the script of a 204-slide presentation, "An Introduction to India: The People and the Land"; and the abstract of a demographic study by the author, "The Profile of Prospective Immigrants from India." (FMW)

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A TEACHING COMPONENT ON INDIAN IMMIGRANTS TO THE UNITED STATES

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Since 1968, Asian immigrants have become the largest immigrant group legally entering the United States. Among them, Indians from Asia India rank 3rd in terms of the total number of Asian immigrants in 1986. However, information regarding their cultural background and assimilation process in the United States are very limited. Classroom teachers who have encountered an increasing number of Indian immigrant children have very little knowledge of these learners. Thus, this curriculum component is designed to assist teachers becoming more knowledgeable to the diverse cultural backgrounds possessed by Indian immigrant children and capable in teaching these newcomers.

This component can be incorporated into a regular course in multicultural education which is required by most teacher education programs in American universities. The outline of this teaching is presented in the following sections:

I. Concepts to be taught:
   a. Migration and immigration
   b. Assimilation
   c. Cultural traits

d. Learning styles

e. Educational systems

II. Generalization

1. The pattern of migration and immigration reflects the cultural and social background of the people.

2. The assimilation process of immigrants varies upon the similarity and differences between the host and native cultural traits.

3. The learning style of immigrant children is manifested by the educational systems experienced by them.

III. Instructional Objectives

1. To understand the motives of Indian immigrants as related to their social and cultural background.

2. To understand the area of assimilation for immigrants and cultural conflicts generated from different cultural traits.

3. To be able to identify the different learning styles of Indian immigrant children who have a different educational experience in India.

IV. Instructional Outline

1. Background of the land and people

a. An instruction of the land and people via a slide presentation (narrative is in Appendix A)

b. Lectures on geography, race, political system, religion, economy, caste system, women, education.

2. Characteristics of the Immigrants

   a. Demographical background of the applicants based on field research conducted at four (4) U.S. Consulate Generals. (Appendix B).

   b. Cultural traits and personality

      - high level of tolerance
      - family structure
      - impact of religion on assimilation
      - space and time

3. Assimilation process:

   a. Food

   b. Currency

   c. Means of transportation

   d. Roles of religion in American life

   e. Means of communication: verbal and non-verbal

APPENDIX A

AN INTRODUCTION TO INDIA:

The People and the Land

1-12 A pool at the Hyatt Regency? No, it is an Indian hotel named Oberoi, in New Delhi. This chain hotel is owned by Mr. Oberoi, who was very poor and worked in a small hotel as a bus boy.

8-27 Now, he is one of the richest men in India and can view the entire city from his property.

1-4 However, this nice Chinese restaurant atop of the hotel offers terrible food.

1-10 Fresh flowers are found everywhere in the hotel, including the lady's room.

1-11 White cloth towels are used in this lady's room.

L-18 Indian parliament house is the largest circular building in the world. Both the upper and lower house meet here.

L-20 This is the, 340 rooms, presidential palace called Rashtrapati Bhavan, next to the Parliament House.

L-13 India Gate, an arch memorial of the First World War I. It is close to the Presidential Palace.

7-30 Around the India Gate, many snake charmers offer this show. But, this is the closest I was brave enough to go.

L-14 From the India Gate, one can easily reach a circular marketing center, with rows of small shops known as Cannaught Place.

L-18 Delhi; For centuries its glory attracted one conqueror after another. Here several dynasties rose and fell, leaving monumental gifts to posterity.

L-15 Here is the Qutb Minar, built by an Afghan king, Kutbuddin Aibak about 1199 AD, as a memorial of victory.

1-17 It is the highest stone tower in India, with a height of 72.5 meters and 379 steps.

1-22 Humayun's tomb, the earliest Mughal architecture in India was built by his wife, Hamida Bano Begam in 1560. Later, his pattern was adopted by Taj Mahal.

2-4 This Red Fort was built by Humayuns' great grandson, Shah Jahan (1628-58). It is located on the west bank of the Yamun river.

L-7 The Red Fort is protected by a high wall and deep moats were used and filled with alligators for disobedient subjects.

2-8 Inside the Fort are many buildings. Here is one of the two indoor-fountains in the private palace of the king. It is made out of marble.

2-7 Mughal rulers' seat is located in the Hall of Public Audience. This empire lasted about 300 years. In fact, after 1707, the rulers gradually lost their power in the last half of its period.

2-9 The ceiling and walls of the palace are decorated with pearl....

2-10 Jade, marble and other precious materials.

2-14 The Pearl Mosque inside Red Fort resembles the European chapels in castles.

2-18 Outside the Red Fort a variety of activities are going on.

2-3 Pumping water.

2-21 Doing the laundry.

2-19 Drying clothes. I wonder whether they collect more dust.

L-10 Jami Masjid (Congregational Mosque) is the largest mosque in India, built by the Emperor Shah Jahan in the early 17th century. It is located about one mile west of the Red Fort.

L-14 Four of the world's major religions have met on the soil of India: Hinduism, Buddhism, Christianity and Islam. Here is the Baha'l House of Worship for all religions.

1-26 Primitive methods are used for gardening in front of the temple. This creates job opportunities in an over-populated country.

R-22 The Birla Temple is a large picturesque complex, with a central shrine dedicated to Vishnu and his spouse The goddess of wealth.

2-25 It was built by a famous family of Indian industrialists.

2-22 Worshippers offer food and flowers.

2-26 Going to a temple is a family event.

R-8 The Ramakrishna mission and the Vedanta Society founded by Vivekananda, continue to present Hinduism in a rational, non-dogmatic manner.

2-1 Gandhi's memorial. He was cremated and this is just a monument.

2-36 Here are some street scenes in Delhi. This is an organ grinder outside the Monkey Temple.

S-9 People have their hygienic care in public.

S-10 Shaving on the sidewalk is commonly seen.

S-5 Working people can be found everywhere without a shop.

3-10 Police direct traffic from this post in New Delhi.

2-33 When dusk falls, it is time to light the lantern for which procession?

2-32 Here comes the groom with his mother, waiting for the parade to get ready.

3-12 Agra is a 30 minute flight to the East of Delhi. With the foundation of Mughal rule by Babur in 1526. Agra, the capital rose to prominence.

L-35 I'm sure many of you recognize this structure. Agra is known for its Taj Mahal. It marks the most developed stage of Mughal architecture.

L-44 This is Shah Jahan, the greatest builder in the history of India. He built Taj, the mausoleum for his beloved wife, the empress Mumtaz Mahal.

L-45 Empress Mumtaz Mahal died in 1630 giving birth to her 14th child.

L-30 This is the gate to Taj.

L-25 Taj, "a dream of marble" It took 18 years to be built (1631-48).

L-33 Taj' by moonlight. The Taj complex comprises a forecourt, a lofty entrance, and a charming formal Mughal garden.

L-27 These are empty tombs of Shah Jahan and his wife. They are actually laying in the level below.

L-32 Screen around the tombs. All are made of ivory and marble.

1-27 Children lined up for a picture in front of the Taj.

L-55 Agra Fort lies on the bank of the river Yamuna. It was built by Akbar, Shah Jahan's grandfather during the years 1563-73.

3-36 From this side of the Fort you can see the Taj Mahal.

L-51 Shah Jahan died as captive of his son, passing his last days gazing at the Taj from here. An ornate living quarter.

L-50 Khas Mahal, Private Palace with beautiful vineyard.

L-52 Jahangiri Mahal located in the Agra Fort.

3-22 On a hot summer day, like people, this dog is not disturbed by noisy visitors and continues taking his nap.

4-2 Outside the Agra Fort; This is one of the typical means of transportation for people.

4-3 You can also see various vendors including a lottery ticket stand; what human nature!

L-46 To the Northwest of Agra, some 7 1/2 miles away is the mighty tomb of Emperor Akbar.

3-25 About 20 miles Southwest of Agra lie the imperial ruins Fatehpur Sikri. This is Akbar's capital for a short 12 years. The storied pavilion called Panch Mahal.

L-40 Tombs of Saint Shaikh Salim Chishti, who prophesied that Emperor Akbar will have a son.

3-28 Taking a picture with my roommate in the compound.

10-35 This is their public carrier often seen on highways.

10-36 Always carry a sign saying: " Please use Horn" in the back for passing.

3-18 Another scene is often found while traveling by bus on highways. The hungry vultures are enjoying their meal.

4-12 Our next stop is Varanasi (Banaras), on the left bank of the Ganga.

4-13 The Ganga is considered a sacred river. Thousand of people from all over bath in the river for spiritual cleansing and divine healing.

4-14 It supposedly was the rainy season, Monsoon in the summer, but we experienced one rainy day only. It was too dark to take pictures.

4-15 Here, supposedly is a funeral pyre from a distance.

4-16 This is a rich man's house. He made his fortune by selling matches for cremations. He is able to monopolize the business, because of the superstition of the people.

4-17 Another dark view of the river bank.

S-5 There are many small shops in the alleys along the bank of the river. Shops with flowers and food are most popular with the pilgrims for their offerings.

4-36 Is this the impression of Calcutta? A dumping ground.

4-37 Calcutta is divided by the Ganga river.

4-29 Crowded streets in Calcutta.

4-35 A funeral procession on their way to the river.

5-12 Outside of a private secondary school. It is not open to unauthorized visitors. For those who can pay high tuition, they provide the best education.

5-24 This visit was arranged by the USEFI, a private kindergarten.

5-25 A play house.

5-23 Time to go home. They bring their own drink and snack.

5-30 Class of older children, who all have to wear their uniform in a large class.

5-18 This is a public high school for boys only. It is poorly lit and crowded.

5-9 An anonymous Canadian doctor took care of the sick in this tent for three years, without charge. Yet, government officials often harass him.

5-10 People are free to express their ideas. Calcutta is basically a communist ruled city. This is a common wall slogan.

6-1 This "free" message is found at the entrance of the Thecsophical Society.

5-19 Again they express some messages on the bus, which is always full of passengers.

4-31 This is a Jain temple, owned by a wealthy old lady. Building and owning temples is a very lucrative business. Jainism is the world's most rigorously ascetic faith; carrying the idea of self-conquest to its extreme.

6-23 Situation on the east coast. Madras is the fourth largest city in India, after Calcutta, Bombay and Delhi.

6-30 Very nice seashore and beach. But I did not see many people. The tour guide explained: Human beings are very strange; white people want to get tanned and dark people want to be white.

6-21 You seldom see billboard of people, usually only the products of the add. It is possible because Madras is the Hollywood of South 'India.

6-16 The city has a number of rivers and canals. Professional cleaners do their laundry at the river bank, called Dhobi.

6-17 Today, Madras is a mixture of old legacy of the British East India Company and traditional Tamil culture and monuments.

6-11 Many buildings were constructed during British ruling. This is the City Hall, built by Mr. Elihu Yale, before he founded the Yale University.

6-13 Fort St. George, built in 1652. It now houses the Tamil Nadu government.

6-14 St. Mary's Church, consecrated in 1680.

6-15 The earliest English building in the Fort.

6-7 At this seashore, the Apostle St. Thomas was believed to arrive and was martyred on what is called St. Thomas's mount.

6-4 About one mile from the shore, the Saint Thomas Church was built in the 16th century.

6-9 Still used today.....

6-6 and attracts a flow of pilgrims. Maybe that is why Madras has a large Christian population.

6-5 The remains of the apostle St. Thomas are enshrined in this church.

6-12 The High Court of Tamil Nadu.

****

6-19 The Varadaraja Vishnu Temple, a large complex in Kanchipuram about 40 miles from Madras.

6-20 The Brihadesvara Temple built by Rajah Chola (985-1014) is the tallest ancient monument in India, rising to more than 300 feet in 13 floors.

6-21 Women pilgrims shave their head for a vow.

6-22 Mamallapuram (Mahabalipuram) about 34 miles south of Madras has many rock-cut monoliths like this.

6-26 All our tour guides are very knowledgeable. She is explaining the sculpture and legends.

6-27 Another cave temple, houses enclose shrines and huge sculptures of gods and goddesses of the Hindu pantheon.

6-31 Five rathas, rock-cut monoliths from one piece named after the heroes of the Mahabharata epic (5-7th A.D.)

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7-15 Bengalore has an altitude of 3000 ft. and is cool during the summer. It is the capital of modern Karnataka state and is the fastest growing city in India.

7-16 This modern city's beginnings go back to 1537. Earlier than that is this giant Granite more than a million years old.

7-8 We saw more universities than elementary schools.

7-1 We visited a "show-case" village outside Bangalore. Even the house of the cow is without smell.

7-6 However, not all children from the day care center are happy to sing for us. Their mothers are workers of this village "industry".

7-10 Another friendly village. The leaves on the door are a sign of welcome as well as the painted design.

7-11 A village food stand; not much to offer.

7-12 Drying cow manure for fuel. Children love to have their picture taken.

7-13 Junk sale carried by a biker.

7-14 It is common to see animals share water sources, sidewalks, sleeping space, etc. with people.

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7-19 This is on our way from Bangalore to Mysore, many "Rocky Mountains".

7-18 These are the caves shot in the "Passage to India". It is not near Calcutta at all, as the movie tells.

7-25 On our way to Mysore, we stopped for this renowned architecture, Somnathpur. I was standing on top of the wall.

7-23 Let's take a closer look at the art work; no single animal is posed the same.

7-36 Mysore is my favorite city, not because it has horse racing imported by the British.

7-33 Fresh fruit is one of the reasons.

7-32 Vegetables in the bazaar is another reason. Mainly, I love the climate, nice houses and cheap domestic helpers.

7-43 Moslem women still have to wear a veil and are totally covered during the hot summer.

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8-10 Pune is a cultural and educational center in India.

8-26 Unfortunately, this residence is also the place, where M. Gandhi was detained. His wife died here during their house arrest.

8-15 A three hundred year old miniature picture exhibited in a museum without a lock.

8-24 Each state has their primary language in addition to Hindi, the official language. Often, you can see four different languages used in an airport.

8-22 A private high school for girls in Pune. Most of them want to become a doctor or lawyer, very few teacher or housewife.

8-14 However, children from poor minority families have different goals - mainly for survival.

8-12 These are refugees from Tibet and are selling western style chandeliers along the road.

8-13 Have you ever seen a huge chandelier hanging in a tent?

8-1 Here are children in a village. It is common to see a 7-8 year older sister carrying a 2-3 year old brother. Fair?

8-4 Our "royal" visit to the village is symbolized by planting a tree by everyone. Here it is my turn.

8-5 Before we depart, we have an outdoor reception. What a treat?

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8-30 From Pune to Bombay by train "The Decan Queen", a four hour ride through many mountain tunnels and scenic vistas.

8-32 The journey is particularly picturesque, when the hills are green and small waterfalls cascading down.

8-35 Bombay is a coastal city in the west of 9 million people on a strip of 3 x 14 miles.

S-43 From our seashore hotel you can see many coconut vendors.

8-33 It is a city of contrast; slums against high rise buildings.

8-34 Laundrymen - Dhobi are here too.

S-28 Shoe repair is found everywhere on the sidewalk.

S-44 Bombay is also famous for its dabbawallas which provides a warm home-cooked lunch for a large number of office people.

8-36 This gateway of India was erected as a triumphal arch to commemorate the visit of King George the V and Queen Mary for the Delhi Darbar in 1911.

9-5 Carriage rides are available for tourists in front of the Gate.

9-4 This Gothic structure is called Victoria Terminus, known originally as the Great Indian Peninsular Railway, built between 1878-87.

9-2 This is a Western Railway Center built in 1890.

9-9 Western influence is seen here in these hanging gardens.

9-10 Children are offered some entertainment outside the Gardens like we do here.

9-11 However, older people are also remembered by their children through donation of these benches in the park.

9-19 Primitive means for transporting goods are seen in Bombay as elsewhere.

****

10-4 Aurangabad dates back to the time of the Mughal Emperor Aurangzeb, Shah Jahans rebellious son.

10-3 Landscapes around this city carry a strong Muslim flavor.

10-1 Middle class residential areas in Aurangabad which is 230 miles from Bombay.

10-5 Washing clothes is still a woman's job.

10-10 However, young children sometimes help and are often very mature for their age.

10-26 Children do enjoy some so called "improvised" activities.

10-31 High class Indian children and parents are very much involved in cricket games, imported from Britain.

C-88 The mausoleum of Aurangzeb's Begum may seem familiar. It was intended to be a replica of the Taj Mahal but suffers from all the defects of second hand art. Possibly due to limited resources too.

9-28 At Daulatabad (nine miles from the city) is a massive hilltop fort. A section has seven layers of walls.

H-59 Ellora, 15 miles away from Aurangabad, has 34 rock-cut temples representing the Buddhist, Jain and Hindu faiths.

9-32 These cave temples were scooped out of the rocks during the 4-9th century.

9-36 All caves are man-made, literally hammered monuments out of rock.

9-33 The work was usually started from the top of the temple and moved downward to eliminate the need of scaffolding.

L-89 The center piece at Ellora is the Kailash Temple.

9-37 The total area scooped out is nearly 70.000 sq. feet, while the 100 ft. high shrine itself occupies an area of about 18,300 sq. feet.

L-91 In its galleries are recreated various scenes from shiva myths.

H-66 One of them represents the eternal struggle between the forces of evil and good.

R-33 The 30 Buddhist caves of Ajanta, 60 miles from Aurangabad, not only contain sculptures, but remarkably preserved frescos as well.

10-21 They were constructed from 200 B.C. - 600 A.D. and discovered accidentally by a British hunter, John Smith in the 19th century.

10-20 The sculptures outside each cave was done between the first and second century.

L-92 Detail of fresco tells stories of Buddha's earlier incarnations.

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11-8 Jaipur, the capital of Rajasthan, a dessert state, was built in 1728.

11-4 It was built by Maharajah Sawai Jai Singh II.

12-3 This royal house has ruled this area from Amber, 7 miles away, since the early 10th century.

11-10 One has to ride a painted elephant up to the hill where the palaces are located,

11-5 There is Esther Lee Yao!

11-14 Visitors admire the massive gateways.

11-15 The courtyards recalling the glory and wealth of Amber.

11-17 Of special interest is the Sheesh Mahal, the palace of mirrors where the walls are inlaid with exquisite mirrored motifs that dance to the flame of even a single candle.

11-21 This is the summer palace.

12-2 Jaipur is named "Pink City", because it was painted in pink in honor of Queen Victoria's consort, Prince Albert's visit in 1883.

12-1 Hawa Mahal, Palace of the Winds, which is, in fact, no palace, but an extra-ordinary facade of 953 windows.

12-4 Used by the ladies of the court to watch the outside world - without being watched.

11-29 Nowadays, girls are even allowed to wear western style skirts.

11-30 All vehicles seen in India are made locally. No import to sustain its annual 3% national economic growth.

11-34 The construction and precision of the observatory were a unique achievement for the year of 1716.

12-11 Our flight back to Delhi was cancelled on the previous night. So, we decided to enjoy the free morning in the hotel. Jai Mahal Palace.

****

13-4 Here we are in paradise - Kashmir Valley. The background is the foothill of the Himalayan.

12-30 Srinagar's Nagin Lake

12-26 There are many house boats on the lake' shore for rent.

12-28 This is ours, consisting of dining room, huge living room , three bedrooms with individual bath.

13-17 Look at the craftsmanship. Srinagar is known for their wood carving and silk carpets which are seldom to be exported.

12-25 You can purchase many things from these kind of vendor boats, including jewelry, flower,and groceries

12-32 In the middle of the lake are four large anchored boats for entertainment, snacks and rental equipment for all kinds of water sports.

12-33 We had a quiet boat ride Shikara to the vegetable market. Along the waterway you can find people washing in the lake.

12-36 Even a goat gets his turn to clean.

12-35 These are true boat people. The boat is their house.

13-2 Crowded places are often seen even in this serene and considerably affluent state of Kashmir.

12-12 For many people, immigrating to the U.S. is the answer. That is why I decided to take this opportunity to learn something about India, the people and the land.

APPENDIX B

ABSTRACT

The Profile of Prospective Immigrants from India

by

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The purpose of this study is to gain an understanding of the demographic background of prospective immigrants from India.

Sample: A total of 54 visa applicants at four U.S. consulate generals were selected and interviewed. These four consulate generals, namely New Delhi, Calcutta, Madras and Bombay are responsible for visa application for the entire country of India.

Method: Samples were randomly selected from the immigrant visa applicants in the waiting room of the mentioned consulate generals. Non-immigrant visa applicants, such as tourists, students and technical consultants were not included. A set of standard questions were asked by the researcher. At times, an interpreter was required and was provided for those applicants who spoke only the dialects.

Results: Among the 54 interviewees, 22 were male and 32 female. A majority of the females were brides of U.S. citizens or permanent residents. All the marriages were arranged by families. Only thirteen applicants were joining their siblings, children or parents. Two of the interviewees were refugees from Afghanistan. Most of the sample

claimed to immigrate to the U.S. for family reunification while only eight revealed such a move was for employment and four applicants for children's education.

More than half (33) of the sample had four year college degrees or graduate degrees mainly in engineering, science and business. While twelve of the applicants planned to stay home upon arrival in the U.S., most intended to either continue their professional career or accept service jobs depending on their educational background.

It seemed that California, eastern coastal states and southern states were more attractive to Indian immigrants. Only one applicant was moving to Wisconsin. This trend reflects their population distribution in the U.S.

However, not all of the applicants planned to become American citizens or even reside permanently in the U.S. Only ten people were receptive to the idea of naturalization in order to make their relatives eligible for immigration.

All the prospective immigrants had a positive perception of the U.S. and did not expect any adjustment problems. Yet, half of them admitted having no knowledge of America. Although English was once the official language of India, twenty of the interviewed samples spoke no English.

Conclusion and Implication:

Based on the information provided by the U.S. Embassy, each year due to convenience more than 40,000 Indians come to the U.S. under other types of visa instead of immigrant. Most of these applicants are single men and manage to stay in the U.S. via visa change. Then, they return to India for arranged marriages and start familiesy in America. Very few Indian families immigrate to the U.S. with young children.

Although the illiteracy rate is high (65%) in India, those interviewed were considered well educated and highly motivated. Nevertheless, they still lack adequate knowledge of America for better adjustment in a totally culturally different land. The American myth could produce certain undesirable challenges for Indian families and their children in American schools. It is essential for educators to understand the cultural conflicts generated in Indian immigrant families and the problems encountered by their school age children.